

ANDREW JACKSON MIDDLE

6965 Kershaw Camden Hwy.
Kershaw, SC 29067

GRADES 6-8 Middle School

ENROLLMENT 447 Students

PRINCIPAL Theodore F. Dutton

803-475-6021

SUPERINTENDENT Patricia K. Burns

803-286-6972

BOARD CHAIR Robert Folks

803-286-6972

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent

Good

Average

Below Average

Unsatisfactory

0

16

22

7

0

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This school met 17 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Average	N/A
2002	Average	Average	N/A
2003	Average	Average	No
2004	Average	Below Average	No

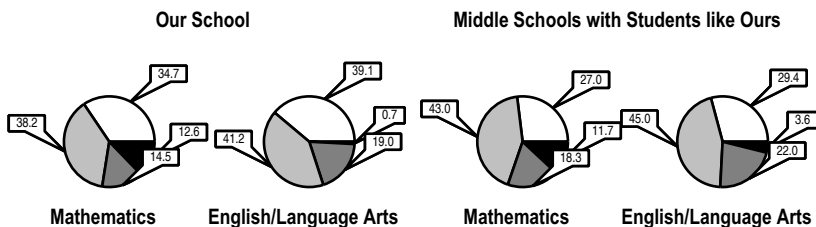
DEFINITIONS OF DISTRICT RATING TERMS





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

97.8%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	444	99.8	39.0	41.3	19.0	0.7	28.9	Yes	Yes
Gender									
Male	240	99.6	40.8	45.6	13.2	0.4	22.8		
Female	204	100.0	36.9	36.4	25.8	1.0	35.9		
Racial/Ethnic Group									
White	307	100.0	30.5	45.4	23.1	1.0	34.9	Yes	Yes
African-American	133	99.3	59.1	31.5	9.4	0.0	14.2	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	373	100.0	33.0	44.4	21.8	0.8	33.0		
Disabled	71	98.6	70.6	25.0	4.4	0.0	7.4	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	444	99.8	39.0	41.3	19.0	0.7	28.9		
English Proficiency									
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	443	99.8	38.8	41.4	19.1	0.7	28.9		
Socio-Economic Status									
Subsidized meals	221	99.6	52.8	36.3	10.8	0.0	16.5	No	Yes
Full-pay meals	222	100.0	25.2	46.3	27.1	1.4	41.1		

Mathematics - State Performance Objective = 15.5%									
All Students	444	99.8	34.5	38.3	14.6	12.7	35.4	Yes	Yes
Gender									
Male	240	99.6	35.5	38.6	12.7	13.2	32.9		
Female	204	100.0	33.3	37.9	16.7	12.1	38.4		
Racial/Ethnic Group									
White	307	100.0	26.1	42.0	15.3	16.6	41.0	Yes	Yes
African American	133	99.3	55.1	29.1	12.6	3.1	21.3	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	373	100.0	26.8	40.8	17.3	15.1	41.3		
Disabled	71	98.6	75.0	25.0	0.0	0.0	4.4	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	444	99.8	34.5	38.3	14.6	12.7	35.4		
English Proficiency									
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	443	99.8	34.4	38.4	14.6	12.7	35.5		
Socio-Economic Status									
Subsidized meals	221	99.6	48.1	37.3	9.4	5.2	22.2	Yes	Yes
Full-pay meals	222	100.0	21.0	39.3	19.6	20.1	48.6		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	172	99.4	44.5	37.8	12.8	4.9	17.7
	Grade 7	127	98.4	26.3	51.7	22.0	N/A	22.0
	Grade 8	148	99.3	41.5	44.4	13.4	0.7	14.1
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	148	100.0	48.6	32.2	18.5	0.7	19.2
	Grade 7	170	100.0	33.5	46.7	19.2	0.6	19.8
	Grade 8	126	99.2	35.5	47.1	16.5	0.8	17.4

Mathematics								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	172	100.0	35.2	29.1	20.6	15.2	35.8
	Grade 7	127	100.0	41.7	31.7	15.8	10.8	26.7
	Grade 8	148	100.0	38.0	36.6	16.2	9.2	25.4
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	148	100.0	34.9	30.1	17.8	17.1	34.9
	Grade 7	170	100.0	34.1	40.7	12.0	13.2	25.1
	Grade 8	126	99.2	35.5	44.6	14.0	5.8	19.8

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 447)				
Students enrolled in high school credit courses (grades 7 & 8)	12.4%	Down from 36.0%	12.6%	14.6%
Retention rate	1.5%	N/A	3.1%	3.0%
Attendance rate	96.0%	Up from 95.4%	95.9%	95.9%
Students with disabilities other than speech taking PACT (ELA) off grade level	4.7%		5.5%	5.7%
Students with disabilities other than speech taking PACT (Math) off grade level	4.1%		5.4%	5.3%
Eligible for gifted and talented	17.6%	Up from 16.2%	16.9%	14.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	14.5%	Up from 14.0%	14.7%	13.9%
Older than usual for grade	0.7%	Down from 1.3%	3.8%	4.2%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.7%	Down from 7.8%	0.8%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 29)				
Teachers with advanced degrees	48.3%	Down from 57.1%	48.3%	48.7%
Continuing contract teachers	72.4%	Up from 71.4%	86.4%	81.7%
Highly qualified teachers**	87.0%	N/A	90.9%	90.4%
Teachers with emergency or provisional certificates	8.3%		4.0%	5.3%
Teachers returning from previous year	84.5%	Up from 84.4%	87.8%	85.1%
Teacher attendance rate	95.5%	Up from 93.5%	94.8%	94.8%
Average teacher salary	\$40,108	Down 0.8%	\$40,751	\$40,566
Prof. development days/teacher	7.5 days	Down from 8.2 days	10.9 days	11.0 days
School				
Principal's years at school	4.0	Up from 3.0	3.5	3.3
Student-teacher ratio in core subjects	20.8 to 1	Up from 12.2 to 1	22.8 to 1	21.3 to 1
Prime instructional time	90.1%	Up from 87.3%	89.5%	89.3%
Dollars spent per pupil*	\$5,363	Down 2.8%	\$5,636	\$5,821
Percent of expenditures for teacher salaries*	65.2%	Down from 65.6%	61.8%	61.8%
Opportunities in the arts	Excellent	No change	Good	Good
Parents attending conferences	98.9%	Down from 99.8%	95.9%	95.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Average	N/A	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools**	92.7%		92.0%	
Highly qualified teachers in high poverty schools**	90.9%		91.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school**	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

2003-2004 was an exciting year for Andrew Jackson Middle School. We experienced a number of staff changes that had an overall positive impact on the school climate and culture. The addition of several new teachers, a new assistant principal, and a new guidance counselor created an air of curiosity and excitement that proved to be both refreshing and challenging.

We began the year with a renewed interest in pushing forward with student-based curriculum changes. The foundation for standards-based instruction was solidified in our team effort to examine our preparatory practices toward assessment and evaluation. More time and effort was spent on data-driven instruction that hopefully will result in improved test performance and, ultimately, deeper and richer learning that transcends all grade levels and all disciplines.

The administrative team became more of a partnership with the addition of a curriculum-oriented assistant principal. The team approach enabled us to make greater use of the strengths of two individuals with similar student-oriented curricular ideology. Teachers were challenged to become more proactive in stretching the curriculum and collaborating across all grade levels and disciplines.

A renewed interest in grant writing proved to be successful as more grants were written and received than ever before. Community relationships extended into all areas of our county and involved almost all of our county schools. These relationships were enhanced through our student council's desire to accept the challenge of raising funds for the restoration of the statue of Andrew Jackson at the entrance to Andrew Jackson State Park. All county schools and students were invited to participate in this fund drive. We were the recipient of a Palmetto Silver Award for improvement in our school report card rating. We won a small but important National award for our seventh grade team's collaborative unit on our Unsung Heroes, which recognized and celebrated important people in the lives of our children. We also endeavored to support the area military units in a letter writing campaign.

Andrew Jackson Middle School became more of a community school and solidified an understanding that we are student-centered and community oriented. We are very proud of the progress we have made in becoming a dynamic student and community centered school.

Theodore Dutton, Principal
Todd Hunter, SIC Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	33	118	64
Percent satisfied with learning environment	96.9%	82.9%	88.9%
Percent satisfied with social and physical environment	100.0%	82.2%	87.3%
Percent satisfied with home-school relations	90.3%	88.1%	80.6%

*Only students at the highest middle school grade level at this school and their parents were included.